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AUTHOR Enos, Theresa, Ed.
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ABSTRACT

This collection of 11 essays honors Winifred Bryan Horner for her sustained effort to establish that the special nature of rhetoric and composition leads teachers to theorize practice and to apply theory in their own classrooms. The collection urges those in the field to learn from histories of rhetoric in order to draw rhetoric and composition together and to understand theory and practice as Aristotle conceptualized it. The collection contains the following essays: "'A Brand New World': Using Our Professional and Personal Histories of Rhetoric" (Theresa Enos); "Using the History of Rhetoric" (Richard Lloyd-Jones); "Reinventing Rhetorical Traditions" (Thomas P. Miller); "A Model for Our Time: Fred Newton Scott's Rhetoric Program at Michigan" (Donald C. Stewart); "A History of Writing Program Administration" (Edward P. J. Corbett); "Sapphic Pedagogy: Searching for Women's Difference In History and in the Classroom" (Susan C. Jarratt); "Some Techniques of Teaching Rhetorical Poetics in the Schools of Medieval Europe" (Marjorie Curry Woods); "Dialectics and Rhetoric in Ranaissance Pedagogy" (Jean Dietz Moss); "Dialectic/Rhetoric/Writing" (Kathleen E. Welch); "Classical Rhetoric and Group Writing: A Warranted Relationship" (Richard Leo Enos); and "Conversation versus Declamation as Models of Written Discourse" (S. Michael Halloran). A bibliography of 22 books, monographs, articles, and chapters about Winifred Bryan Horner is attached. (SAM)

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